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ABSTRACT

The present report, based on information available as of 1 August 1972, is an account of the progress of International Book Year. It is divided into three sections. The first describes activities undertaken by member states and international organizations. The second section deals with the way in which the four themes of International Book Year were implemented. The third describes the role of Unesco. The three sections are preceded by an introduction giving the background of International Book Year and are followed by preliminary assessment. Addenda to the report are: a summary of the salient points made at the symposium on "Books in the Service of Peace, Humanism and Progress" held in Moscow, September 12-15, 1972; and proposals concerning the implementation of a resolution on International Book Year. (Author/SJ)

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Item 13.3 of the Provisional Agenda

INTERNATIONAL BOOK YEAR - 1972

REPORT BY THE DIRECTOR-GENERAL

SUMMARY

The present report, based on information available as of 1 August 1972, is an account of the progress of International Book Year. It is divided into three sections. The first describes activities undertaken by Member States and international organizations. The second section deals with the way in which the four themes of International Book Year were implemented. The third describes the rôle of Unesco. The three sections are preceded by an introduction giving the background of International Book Year and are followed by a preliminary assessment.

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INTERNATIONAL BOOK YEAR - 1972

INTRODUCTION

1. International Book Year was launched with a world-wide message by the Director-General on 1 January 1972. Action began immediately and mounted progressively during the first seven months of the Year covered by the present report. By 1 August 1972, information had been received on national activities for International Book Year being carried out by 120 Unesco Member States as well as by five non-member countries. More than half the Member States had set up special national committees to prepare and execute their IBY programmes, which were generally comprehensive and far-reaching in character. The national IBY committees themselves were broadly representative, with members drawn from government departments, the book world and the public at large. The national programmes were often sponsored by heads of State and the IBY committees headed by an official of ministerial rank.

2. The international book community likewise responded in dramatic fashion to this Unesco initiative. All the major international non-governmental organizations of the book world - publishers, authors, booksellers, librarians and documentalists - made the Year a main preoccupation for 1972. They formed themselves into a Support Committee for International Book Year. They adopted a Charter of the Book.

3. From the beginning, International Book Year aroused enormous public interest. This was strikingly evident in the voluminous mail that poured into the Unesco Secretariat from all corners of the world. The lively public response was alike inspired by and reflected in the broad coverage given to International Book Year by newspapers, periodicals, radio, television and films.

4. By mid-year, it was evident that International Book Year had caught on all over the world. In order to grasp this phenomenon, and to put the events into perspective, it is necessary to look first at the recent history of books and the climate that prevailed at the time that the General Conference, at its sixteenth session, decided to proclaim International Book Year.

Background

5. International Book Year came at a time when the "book revolution" was in full swing. Starting with the 1930s and the paperback explosion, growing mechanization had increasingly transformed the publishing world. By the 1970s, low-priced, good quality books were being produced on an unprecedented scale.

6. During the same period, the techniques of mass distribution had equally undergone major changes. Printed matter had moved beyond the traditional bookstore into news kiosks, food shops, railway stations - into every place where people gathered. Libraries had also begun to develop in a spectacular fashion, expanding from cities to the countryside and bringing increasing resources to potential readers.

7. The audience for books multiplied rapidly. Rising educational standards, the spread of literacy and increasing amounts of leisure time created a new and expanding demand for books and other reading material.

8. These diverse factors were brought into focus in a study published by Unesco in 1965 under the title "The Book Revolution." The study, by Professor Robert Escarpit (France), aroused considerable interest throughout the world, as was evidenced by its publication in twelve languages and the widespread press comment on it. Thus, it helped to create an awareness, not only in the book community but in the public at large, of the dimensions of this new phenomenon and, indeed, gave currency to the phrase, "book revolution" to describe it.

9. Many countries, however, were not benefiting from this book revolution. Four out of five titles published each year were being produced by a handful of developed countries. Of the seven to eight thousand million copies published annually, only a small percentage came from the developing countries.

10. Thus, despite the fact that more than 500,000 titles are published annually - with production more than doubling in the past twenty years - there is a state of virtual book famine in some areas such as Africa, where regional production amounts to less than one-quarter of requirements and even imports cannot meet needs. Asia and the Arab States are in only a slightly more favoured position. In Latin America, where production comes closer to requirements, difficulties of transportation and communication make it difficult to get published works to potential readers.

11. In the final analysis, two-thirds of the world's population lives in countries which produce less than twenty per cent of the total books available. It was to overcome this book gap that the General Conference at its fourteenth session approved a long-term programme for book development (document 14 C/24). The programme called for a series of regional meetings to assess the problem and to recommend action to promote the production and distribution of books in the developing countries.

12. The first of the meetings on book development was held for the Asian region at Tokyo in 1966; the second, for Africa, at Accra in 1968; the third, for Latin America, at Bogotá in 1969. The final meeting in the cycle was convened at Cairo for the Arab States in May 1972.

13. These meetings were, in a sense, the precursors of International Book Year. They pointed the way to the main objectives subsequently adopted for the Year.

14. First of all, all four meetings affirmed the need for planning of book development and for its integration into long-range educational and economic programmes. Thus, the Asian and the African meetings drew up targets for book production to 1980. Similar initiatives were taken at the two other regional meetings.

15. Secondly, the meetings pointed to the effectiveness of regional and international co-operation in the book field. They gave rise, for example, to the creation of regional book development centres at Tokyo and Bogotá. A similar centre for the Arab States is in the offing and Unesco missions have been exploring the prospects of centres for Africa.

16. Thirdly, the meetings pointed to the potentialities for unified action by the professional world. In bringing together book people in each of the developing regions, the conferences anticipated the collective professional effort which was to be a main feature of International Book Year.

17. Finally, the regional conferences demonstrated the willingness of advanced countries to help in the development of national publishing industries. The major book producers participated in all four meetings and affirmed their readiness to co-operate in initiatives designed to promote book production and readership in the developing world.

18. The regional meetings, with their subsequent follow-up, had a growing impact, both among Governments and in the book community. As they evolved, they gave rise to the feeling that some new initiative should be taken, on a world scale, to focus attention on the important and changing rôle of books in society.

19. This sentiment found expression at collective consultations with experts from the international professional organizations who came together in the Spring of 1969 to advise on Unesco's book programme. Meeting at Unesco House, the experts called for an international effort to assess the rôle of books in the world today.

20. It was against this background that the member from the Soviet Union suggested to the eighty-third session of the Executive Board that an International Book Year be proclaimed in 1972. The proposal was welcomed by the Board which invited the Director-General "to include in 16 C/5 suggestions as to activities that might be carried out by Member States and interested international and national organizations concerning the promotion of books, libraries and the reading habit." The Board further recommended that "the General Conference be invited to consider the desirability of proclaiming 1972 as International Book Year" (83 EX/Decisions 5.1).

21. In response to this invitation, the Director-General submitted a detailed programme of action for International Book Year which was examined by the General Conference at its sixteenth

session (16 C/83). Some intimation of the interest that would be aroused by International Book Year was seen in the response of the General Conference. There was an exhaustive examination of the programme of action by a twenty-nation working party, which also formulated a comprehensive draft resolution. The General Conference then decided by acclamation to proclaim 1972 as International Book Year.

I. ACTIVITIES

22. This section follows the pattern of the programme of action (16 C/83 revised) approved by the General Conference, which, in brochure form, was disseminated widely to Member States and international non-governmental organizations. It describes successively measures undertaken by (i) Governments, National Commissions and other national bodies, (ii) non-governmental organizations, (iii) organizations of the United Nations system, and (iv) other intergovernmental organizations.

A. Governments, National Commissions and other national bodies

23. Following General Conference approval, the Director-General invited Member States early in 1971 to begin planning for the Year (CL/2136). Stressing the importance of establishing national committees in co-operation with National Commissions for the conduct of the Year, he urged that plans be communicated as soon as possible to the Secretariat.

24. Governments responded rapidly and were generally encouraged by National Commissions. Almost all National Commissions have participated effectively in the promotion of International Book Year, within their own countries and on a sub-regional, regional and international basis.

25. IBY activities were discussed at the Collective Consultation of Secretaries of National Commissions in 1971, for example, and are on the agenda of the Collective Consultation meeting scheduled from 11 to 23 September 1972. Training courses for officials of National Commissions in 1971 and 1972 also turned their attention to the Year.

26. The IBY rôle of National Commissions was examined at the Regional Conferences of National Commissions in 1971 and 1972. Sub-regional meetings of National Commissions also discussed the subject.

27. In a number of cases, the National Commissions provided the Secretariat for International Book Year committees. These national committees, which were set up in more than half of Unesco's Member States, not only helped to draft national plans for the Year, but also played a leading rôle in co-ordinating activities.

28. While IBY committees differ widely in detail, there are certain basic elements most share. They are usually headed by a minister and include officials from ministries of education, information and culture. The book community is represented: publishers, authors, booksellers and librarians and documentalists. Prominent civic figures are also usually members. In many cases, the IBY committees set up sub-committees to deal individually with specific aspects of book development, such as promotion of the reading habit, production and distribution, and the use of books for international understanding. Indonesia, for example, set up five sub-committees. In other cases, notably that of federal States, the national committee is supplemented by other groups on the level of republics or provinces, or along linguistic lines in countries where more than one national language is employed.

29. In addition to helping to draft national plans, the IBY committees have also prepared and distributed promotional material, including posters and brochures. They have served as the focal points for national initiatives. In a number of instances, they have also contributed to the financing of local programmes.

30. National plans, under the supervision of the committees or directly under National Commissions, generally contain three main categories of action: promotional, legislative and research. A fourth category, to be found principally but not exclusively in developed countries, is increased bilateral assistance for book development. In a considerable number of cases, plans look beyond the 1972 period to long-term efforts to promote the use and production of books.

National Book Year Proclamations

31. Many Member States launched activities with an official proclamation of National Book Year, frequently by the Head of State. These national book and reading years are intended to underscore the national nature of the undertaking in individual countries and are often linked to specific country celebrations. A few examples of statements issued by Heads of State, delivered to the press or broadcast personally over radio and television and reported to Unesco may serve to convey the tone of the events.

32. Queen Fabiola of Belgium broadcast a message to her country on television on 21 February. After recalling the need for books in all parts of the world, the Queen stated that books remain for all of us companions and teachers throughout our entire existence. She continued: "We must, I believe, realize fully the irreplaceable means of culture and wisdom which is thus offered to us and must learn to have increasing recourse to it".

33. His Imperial Majesty Haile Selassie of Ethiopia, in a statement on International Book Year issued on 22 February, declared that it was essential "to advance a greater participation of the larger public by ensuring that books are not produced solely to respond to the wishes of the highly educated and the intellectuals". He added his hope that the Year "will yield fruitful results" and urged all Ethiopians "to support the spirit and aims of the commemoration by participating in the activities organized, strengthening and cultivating the love for reading, and searching for ways and means by which the vast majority of Ethiopian people will in the near future have easy access to the treasury of books".

34. In a proclamation issued on 13 March, in response to a joint Congressional resolution, President Richard M. Nixon opened IBY officially in the United States. Recalling that "books and libraries are among mankind's greatest sources of enlightenment", the President declared, "It is incumbent upon all who desire a better America, public officials and private citizens alike, to help improve both our intellectual resources and the free flow of information within and across our national boundaries".

35. The President of Senegal, Leopold Sedar Senghor, in opening Book Week at Dakar on 15 March, noted that "the written word has an advantage over oral expression - and who knows this better than we - because it is a means of preserving the works of the mind. Books are dynamic memory... At the present time, there is no better school than the book for our self-realization, I mean our ever more profound acceptance of Black African values, while simultaneously it opens for us the values of civilized society".

36. His Imperial Majesty, the Shahinshah of Iran, in a message read at a large public ceremony on 25 July, recalled that books have always played a vital rôle in the Iranian spiritual heritage and are today an integral part of the people's daily life. In a strife-ridden world, he added, Unesco's work is a ray of hope in the darkness and he called upon all Iranian organizations, public and private, to lend their full support to the IBY initiative.

37. The main IBY themes were the essence of the statement by Pope Paul VI at inaugural ceremonies for an International Book Year exhibition at the Vatican Library, in which the Director-General of Unesco participated. The Pope declared that International Book Year was designed to "draw the world's attention to the irreplaceable function of the book, considered as an eminent means of culture and education, as an incomparable factor of spiritual progress, and as an instrument capable of evoking thoughts of peace, which can contribute effectively to a better understanding among peoples". He noted that quality was as important as quantity. For these reasons "the Holy See and the Church see the initiative of Unesco as worthy of approval and encouragement".

38. In a large number of Member States, the Year was opened by Ministers of Education or Culture. In the Soviet Union, for example, the Minister of Culture, Madame E. A. Furtseva, noted that books hold "a very significant place in socialist culture". Speaking at a large public meeting at the State Concert Hall of the Ministry, she expressed her confidence "that International Book Year will contribute to the further dissemination of progressive ideas, high morals and worthy feelings".

39. As in the cases cited above, differing dates were selected for the official start of observances. Most often, these were linked to a major national manifestation, such as a book or library week, or a national or international book fair.

40. The proclamations were given wide coverage by the press, radio and television and marked the start of organized campaigns to bring home to readers and non-readers alike the potentialities of books for individual self-fulfilment and the economic and social progress of the community.

Stamps and posters issued

41. A number of countries examined the possibility of issuing special International Book Year stamps, which was one of the suggestions in the approved programme of action. Despite the long delays

frequently required for such action, national postal administrations in 34 countries had reported such action to the Secretariat by the end of July. It may well be that other countries have not as yet reported and it is fairly certain in any event that additional States will issue commemorative stamps before the end of the Year. In some cases, the countries issued more than one IBY stamp, printing a series which emphasized different aspects of reading, production and distribution. The designs occasionally were chosen in national competitions. Almost all incorporated in the design the international symbol for the Year adopted by Unesco.

42. A number of Member States have used postal cancellations with IBY themes. National Committees also encouraged the use of IBY symbols or slogans on postage metered stamps. In the United Kingdom, several post offices which handle large quantities of publishers' mail used special IBY cancellations during peak mailing periods of the Year.

43. Most Member States - and some non-members - made use of International Book Year posters. In addition to a quadrilingual poster distributed by Unesco, at least 37 countries produced national versions. In a few instances, whole series of different posters were designed to appeal to different elements of the population. These posters had the additional advantage of presenting in national languages the name and slogan of the Year.

44. The brightly-illustrated posters frequently added their own slogans, such as "Books Bring People Together", "Widen Your World With Books", "A Good Book is a Good Friend", and "Read More - Guess Less". They were widely distributed throughout their respective countries and, in at least two, were displayed in every school in the nation. In most others, they were to be found in bookstores, hotels and public buildings.

45. One of the features of the Year was the extraordinary press coverage which was given it throughout the world. By the end of July, the incomplete sampling represented by clippings reaching Unesco had none the less produced a total of more than 5, 000 items received from a very large number of Member States.

46. Newspapers in country after country editorialized about the Year, urging national authorities to give full attention to the event. Proclamations by Chiefs of State were published in extenso. Full coverage was likewise provided of IBY events abroad and on the international scene. Unesco was widely praised, often in fulsome terms, for having undertaken the initiative of proclaiming International Book Year.

47. The press also took the occasion of the Year to examine general questions related to books. These ranged from national histories of the book industry to inquiries into non-readership and the reasons for the relapse into illiteracy. Critical studies were published on national authors and on the development of national printing. Articles also dealt with international and national copyright questions as well as on the rôle and function of libraries.

48. Press kits and other background material for journalists were prepared in several countries. One of the more striking examples of such background information was a collection of brief articles on the book by outstanding contemporary authors in the United States. The statements, with photographs of the authors and IBY information, were gathered and reproduced by the Publishers' Publicity Association.

49. Even more than is the case of the press, it is difficult to ascertain the precise extent of radio coverage. It is certain that many more than the ten countries from whom information has been received have produced special radio programmes. In addition, many others have used news items about International Book Year. Similarly, television programmes were devoted to the Year, ranging from documentaries to interviews with national personalities on IBY themes. Six national films were produced and reported to Unesco. An interesting international initiative by Belgian, Canadian, French and Swiss radio organizations illustrates the rôle of the audio-visual media in support of IBY. The Community of French-Language Broadcasts has launched a campaign among its listeners to select the ten most popular books of the past twenty years. One thousand books will be offered as prizes to entrants whose selections come closest to the list chosen by the majority of listeners. A Bermuda calypso singer recorded a special IBY song which was made available for use everywhere. A Canadian short film, featuring a popular singing family, also was used to increase interest in IBY.

50. A unifying element in most of this promotional material was the International Book Year symbol prepared by the Belgian graphic artist, Michel Olyff, who had been selected on the advice of the International Council of Graphic Design Associations. The symbol was, as mentioned, widely used on posters and stamps. It appeared prominently in newspapers and on books and publications during the Year. One television station broadcast it for 30 seconds every day.

51. Similar attention was paid to the slogan of the Year, "Books for All", which was quoted frequently on radio as well as in printed material. It was used as the title of a publication in one country's International Book Year Programme. It was also widely translated into national languages, as were the various Unesco supporting materials, including the programmes of action and the monthly Unesco IBY Newsletter.

52. The President of Korea gave special tribute to the slogan. His calligraphy of "Books for All" in Korean is being used on posters and pennants throughout the country.

Book Fairs

53. Probably the most extensively used method of bringing the Year to the attention of the general public were book fairs and exhibitions. Thirty-six countries undertook international, regional, national or local book fairs. Often countries planned whole series of fairs in schools of the country, as in Mauritius, or in various States or provinces, such as Brazil.

54. Regularly-scheduled international book fairs featured International Book Year themes, among them those at Belgrade, Bologna, Brussels, Cairo, Frankfurt, Leipzig, Nice, São Paulo and Warsaw. In addition, International Book Year prompted the organization of special international fairs in some countries. One example was the World Book Fair organized by the National Book Trust of India in New Delhi. During the course of that fair, opened by India's president, an international seminar on "Books for the Millions" was held and a book week celebrated throughout the country. In Brazil, the Biennale of Books at São Paulo was focused on International Book Year, with dramatic representations, lectures, seminars and other cultural events linked with the themes of the Year.

55. Book exhibitions were organized in almost all Unesco's Member States. Sometimes they were linked to National Book or Library days or weeks; sometimes they brought together rare and ancient books which were displayed alongside the best examples of modern techniques. In still other cases, they featured production in national languages. More often than not, these exhibits were initiated by local authorities or librarians. A number of them, such as that presented at the Vatican Library, will continue throughout the Year.

56. By virtue of the geographic position of Unesco Headquarters in Paris, a particularly large number of these initiatives in France has been brought to the attention of the Secretariat. Scarcely a day has gone by since 1 January 1972 when community leaders or librarians did not telephone to ask for advice and assistance or to inform Unesco of measures under way. One large community near Paris, for example, had a one-day book festival, with some 2,000 IBY posters displayed in all streets and shops. Similar fairs were held in Dahomey, Finland, Lebanon, Monaco, Paraguay and Somalia, to cite but a few.

Legislative action

57. On the legislative front, a number of actions were undertaken to spur national book development and the free flow of information between countries. Several countries announced that they intended to use the occasion of International Book Year to adhere to various international agreements and conventions on books, including the Unesco Agreement on the importation of educational, scientific and cultural materials, as well as the newly-revised International Copyright Conventions. National copyright legislation was furthered in several countries. At the same time, increasing cooperation was pledged in IBY plans with the Unesco International Copyright Centre in order to ease access to rights desired by developing countries.

58. National library legislation was also given new impetus through International Book Year. A case in point is Israel, where a law to create public libraries in each community won governmental approval after having been linked specifically to the observance of the Year. National libraries were built, as in Malaysia, or planned in a number of countries which had not yet established such institutions. Twenty-two countries, in addition, made the creation of additional or model libraries important parts of their Book Year plans.

Book Development Promoted

59. Among developing countries, the occasion of International Book Year was being seized to strengthen national book development programmes. Many countries inscribed in their plans the publication of increased quantities of books. Among these were Qatar, Thailand, Trinidad and Tobago and the USSR. Particular attention was paid to the setting up of national book development councils, as had been recommended by various Unesco regional meetings on book development. Twelve countries were planning or had already installed such institutions during 1972, the most recent being Kenya, but including also Ecuador, Republic of Korea, Liberia, Nepal and Venezuela. In addition, several countries, such as Indonesia, have used the occasion of the Year to draft comprehensive programmes for book development, dealing with questions like the encouragement of authors, production, supply of raw materials, distribution, library development and the free flow of information.

Research

60. Study and research programmes were undertaken, sometimes at the national level but more often through local initiatives. In many cases, these took the form of seminars on particular aspects of book development, including the optimum use of libraries and the training of authors. A particularly large category involved the training of librarians and documentalists. Some took more general themes, such as the seminar organized by the United Kingdom, with the participation of the Duke of Edinburgh and distinguished authors, whose subject was "Do Books Matter?"

61. Several National Commissions undertook general or specialized studies of the reading resources available to children. One interesting example of such a study was conducted in Norway. It compared how many books were available to Norwegian children and to pupils at similar age levels in developing countries. Inquiries were made in schools in that country and in other parts of the world.

62. These projects reflected a fairly generalized feeling in many of Unesco's Member States that new initiatives were required in the field of children's literature. Particular efforts to provide more and better books for children were being made both in developing and developed countries. Among these, two international initiatives may be cited. Under the auspices of the Tokyo Book Development Centre, a joint effort is being made in Asia to produce well-illustrated low-cost children's books simultaneously in fourteen languages of the region. The first two volumes, financed through the Centre by the Japan Publishers Association and the Japanese National Commission, have just been issued. Similarly, International PEN is endeavouring to stimulate the translation of the best children's literature produced around the world, and hopes that commercial publishers will issue these translations, selected and prepared through PEN.

63. Research was also intensified into questions of typography. This had particular importance for languages using non-Latin alphabets, such as Lao, Thai and Amharic, but also for the production of books for the handicapped, including the aged and the blind. Such research was usually coupled with specific production programmes, as in Tunisia, where books for the blind were being issued.

Regional and International Initiatives

64. In addition to national activities, some Member States undertook regional initiatives for International Book Year. The Japanese National Commission, together with the Japanese publishers, convened in Tokyo in July 1972, a meeting of experts from fifteen Asian countries which was a follow-up to the 1966 regional meeting on book development in Asia. Costa Rica planned a Central American Book Development Conference. Malaysia scheduled a meeting to explore the possibility of creating a South East Asian Publishers Association. In Africa, two Unesco expert missions visited countries of the region to look into the promotion during International Book Year of regional centres for book development. Liberia planned a book development conference for English-speaking countries of West Africa in October. A regional book development centre for the Arab States was recommended by the Cairo meeting of experts in May 1972, and the Arab Republic of Egypt offered to provide the headquarters for it. The Unesco Book Development Centre for Asia at Karachi, the Tokyo Book Development Centre and the Book Development Centre for Latin America at Bogotá were promoting International Book Year activities in their respective areas.

65. Increased bilateral assistance was an early result of International Book Year. The Belgian Government, for example, offered assistance with the building of the Rwanda National Library. Gifts

of paper and supplies were also included in a number of national plans, notably those of Canada, while a considerable number of Member States offered fellowships and scholarships for training in the book professions.

66. As a contribution to the Year on the international level, the USSR undertook to be host to a Unesco symposium "Books in the Service of Peace, Humanism and Progress". The United States planned to convene an international conference of specialists in economic and social development, educational planning and book and library promotion, in order to stimulate closer collaboration and joint action in these fields. The Federal Republic of Germany organized an exhibition for the seventeenth session of the General Conference on "Books on Books". Another exhibition at Unesco House was organized by the Soviet Union in June whose theme was "Publishing and Libraries in the Soviet Union".

Financing IBY

67. It will be evident from this description of the types of activities undertaken by Member States that considerable resources were mobilized for national activities. While the broad range of these activities and the varying means of financing them do not permit any overall estimate of the amount being expended specifically for International Book Year, some fragmentary information is available.

68. Certain national IBY budgets reported to Unesco are quite large. Canada, for example, provided $400,000 for the Year. Other budgets were of the size of that of the Government of Austria, $100,000. IBY-related activities swelled the total expenditures in connexion with the Year. In Thailand, 1972 was the occasion for inaugurating free distribution of textbooks for pupils in remote areas of the country at an annual cost of $3,000,000. In France, gifts of books were made, starting in April, to each couple getting married in 1972.

69. At the same time, Member States found various ways of supplementing national budgets for IBY activities. Charitable institutions, banks and foundations provided funds in a number of cases, as in the United States, Switzerland and Norway. Universities, schools and libraries frequently financed their own programmes. One National Commission had plastic book bags manufactured which were placed on sale, with the proceeds going to purchase books for children of hill tribesmen. In Japan, the Republic of Korea and Thailand, IBY pins and badges were sold to finance operations. In a number of other States, special IBY publications were offered for sale to the general public. Belgium's IBY stamp was a surcharged one with the extra money helping to pay for the national programme. One library system launched a "penny a book" campaign whereby borrowers contributed funds for the purchase of Unesco coupons.

B. Non-governmental organizations

70. International non-governmental organizations were early mobilized for support of International Book Year and their response has been heartening. All those in relation with Unesco (A, B and C status) received a letter early in 1971 inviting their support for this international enterprise. Noting that books are the concern of all, the letter expressed the hope that the non-governmental organizations' world-wide network of national sections and committees would aid in the preparation of national plans for the year. It also urged that International Book Year themes be placed on the agenda of 1972 meetings and that articles on the subject of IBY be included in their publications.

71. One concrete result of the co-operation of national non-governmental organizations has been that they have assumed a leading rôle in Member States initiatives. Furthermore, many have published articles, studies and news items in their newsletters and magazines.

72. The Thirteenth Conference of Non-Governmental Organizations, meeting at Unesco House in September 1971, decided to make International Book Year the subject of one of the seminars to be held in the ensuing period. The seminar is now scheduled to be held at Unesco Headquarters on 30 November and 1 December 1972.

73. Among the various actions taken by the international non-governmental organizations in connexion with their national associations or sections was an appeal issued by the Boy Scouts World Bureau for the distribution of books to orphanages, hospitals and old-age homes, the gifts being transported in carts and sleds which the scouts could build. Another example is the series of ten educational booklets being issued by the Associated Country Women of the World as a special contribution to the

Year. The Women's International Democratic Federation has already organized an exhibit on children's books for peace and friendship.

74. The World Council for the Welfare of the Blind has seen in the Year an opportunity to create broad recognition of the need to provide adequate opportunity for the education, training, employment, cultural advancement and recreation of the 15,000,000 blind throughout the world. A special appeal for action on behalf of the blind was issued by the Council on the occasion of IBY. Among the projects under way is an exploration of the possibility of providing Braille education for French-speaking West Africa.

75. The World Council of Peace has appealed to all cultural workers to take an active part in the Year. The World Confederation of Organizations of the Teaching Profession has organized IBY seminars.

76. Although a wide range of non-governmental organizations reacted vigorously to the IBY initiative, it is natural that the organizations of the book world should take a particularly active rôle. These organizations of authors, publishers, booksellers, librarians, documentalists and graphic artists had been foremost in urging Unesco to embark upon International Book Year and assisted in the formulation of the programme of action approved by the General Conference.

77. The professional organizations were represented on the Planning Committee for International Book Year, held in April 1971 at Unesco House, and decided to set up a Support Committee for the Year (see paragraphs 166 - 168). The Support Committee was composed of representatives from the developing countries and members of the leading book professional organizations. The functions it set for itself were to advise the Secretariat, upon request, on the implementation of International Book Year activities; to help in co-ordinating activities by non-governmental organizations, particularly with regard to their IBY-related conferences in 1972; and to study ways in which initiatives started during International Book Year could be pursued thereafter.

Charter of the Book

78. One of the first joint endeavours of the professional organizations of the book community was the drafting of a "Charter of the Book". The genesis of the Charter was a resolution on the cultural objectives of books, which had been adopted by the International Publishers Association at its eighteenth congress in Amsterdam in 1968. A number of professional organizations considered that this brief resolution should be elaborated into a charter on the rôle of books in society.

79. The first meeting of the Support Committee for International Book Year, in October 1971, approved the text of a Charter of the Book. The original signatories were representatives of the International Community of Booksellers Associations; the International Confederation of Societies of Authors and Composers; International Federation for Documentation; International Federation of Library Associations; International Federation of Translators; International PEN; and the International Publishers Association.

80. The Charter is the first document of this nature to be approved on a world-wide scale. It consists of an Introduction, a Preamble and ten Articles. The Introduction states that this declaration of principles is designed to affirm "on the occasion of International Book Year, that books, as well as related materials, should be accorded a position commensurate with the vital rôle they play in promoting individual fulfilment, social and economic progress, international understanding and peace".

81. The Preamble expresses the conviction that policies should be adopted to encourage the widest possible use of the printed word. It recalls the Unesco Constitutional mandate to "promote the free flow of ideas by word and image" as well as "international co-operation calculated to give the people of all countries access to the printed and published materials produced by any of them". Furthermore, it quotes the General Conference resolution (16 C/4.121) that books "perform a fundamental function in the realization of Unesco's objectives, namely, peace, development, the promotion of human rights and the campaign against racialism and colonialism". Finally, the Preamble recalls International Book Year and its slogan "Books for All".

82. The Charter then goes on to set forth ten principles, each of which is briefly annotated. The principles are as follows:

(i) Everyone has the right to read.

(ii) Books are essential to education.

(iii) Society has a special obligation to establish the conditions in which authors can exercise their creative rôle.

(iv) A sound publishing industry is essential to national development.

(v) Book manufacturing facilities are necessary to the development of publishing.

(vi) Booksellers provide a fundamental service as a link between publishers and the reading public.

(vii) Libraries are national resources for the transfer of information and knowledge, for the enjoyment of wisdom and beauty.

(viii) Documentation serves books by preserving and making available essential background material.

(ix) The free flow of books between countries is an essential supplement to national supplies and promotes international understanding.

(x) Books serve international understanding and peaceful co-operation.

83. The annotations for the ten principles describe practical measures that might be taken to implement each. These cover such matters as the granting of long-term, low-interest loans to publishing industries; the establishment of national book development councils; the extension of training facilities; the promotion of school and public libraries; the removal of tariffs and taxes on books; and the need to improve the content of books.

84. The Charter of the Book has aroused considerable interest throughout the world. It has been adopted formally at conferences of a number of international non-governmental organizations in the book world, including the International Community of Booksellers Association (March 1972), International PEN (March 1972), the International Federation of Translators (May 1972) and the International Publishers Association (May 1972). Other organizations which had the Charter on the agenda of forthcoming 1972 congresses include the International Reading Association, the International Federation of Library Associations, the International Federation for Documentation and the International Confederation of Societies of Authors and Composers. A number of national professional organizations have also adopted it.

85. In response to a resolution adopted by the thirteenth conference of Non-Governmental Organizations (NGO/CONF/13/Dec/10), the text of the Charter was dispatched to all organizations having relations with Unesco. It was widely translated and printed in the publications of the international non-governmental bodies, as well as in the organs of the book trade in many parts of the world. Some pocket-book publishers plan to reproduce the text on the covers of books issued in 1972. National Commissions have also published the text in their bulletins. In at least one country, the text was read into the record of the national legislature.

86. The Charter of the Book was adopted by the Arab States meeting on book development (Cairo, May 1972), and by the Asian meeting on book development (Tokyo, July 1972). In India, a seminar on "Books for the Millions" also endorsed the text. By mid-year, it was evident that the Charter was enlisting widespread and progressively growing support.

C. Organizations of the United Nations

87. Consultations with the United Nations on International Book Year began well in advance of 1972. As it happens, IBY was the only "Year" of the United Nations system in 1972 and it received full backing.

88. The United Nations Economic and Social Council, at its fiftieth session in May 1971, examined a report which the Council had requested from Unesco on "Book Development in the Service of Education" (document E/4958). The report proved to be the touchstone for a wide-ranging discussion on International Book Year in which almost all members participated.

89. At the conclusion of its discussions, the Economic and Social Council adopted unanimously a resolution (E/RES/1575 (L)) supporting International Book Year. The Council went on to invite the

"Developed countries to grant the greatest possible copyright facilities to developing countries" within the framework of Unesco's International Copyright Information Centre. It recommended "the provision of international assistance for low-cost printing and translation or adaptation into national languages of developing countries" of books for higher education produced by developed countries and the granting of financial and technical aid to help provide "an adequate infrastructure in the developing countries for the promotion of domestic book production". The Council also suggested that Member States, and, within their respective fields of competence, the institutions of the United Nations, as well as other interested intergovernmental organizations, should take action to attain the objectives of International Book Year.

90. The Trade and Development Board of the United Nations Conference on Trade and Development, at its eleventh session in August/September 1971, considered a report by the Director-General on "International Trade in Educational and Scientific Materials" which suggested that International Book Year might be the occasion for UNCTAD to take new initiatives to overcome foreign currency obstacles to the importation of books and the raw materials for book manufacture. The Trade and Development Board invited Unesco to continue its studies on ways to overcome currency obstacles and to report on the results. The Board also asked Member States to do what they could to resolve these currency problems.

91. The United Nations Development Programme and the International Bank for Reconstruction and Development, replying to letters from the Director-General, both stated their willingness to consider requests for assistance with book projects. The Food and Agriculture Organization's programme of research into paper problems affecting the book industry was supplemented by an initiative of the Economic Commission for Africa, which undertook a study of the possibilities for a newsprint project in North Africa. FAO, the International Labour Organisation and Unicef all used International Book Year promotional material and the symbol of the Year in their publications. The World Health Organization devoted a special issue of its magazine to IBY. The United Nations High Commissioner for Refugees notified all representatives in Africa and Asia of the potentiality of International Book Year for advancing the educational requirements of refugees. The Universal Postal Union communicated to all its Member States the suggestion that postal administrations might issue International Book Year stamps.

D. Other intergovernmental organizations

92. Other intergovernmental organizations, in so far as they were concerned, responded fully to International Book Year. Thus, the Ibero-American Bureau of Education is intensifying its publishing activities for the Year. Among the first fruits of this programme is a dictionary of hispanisms in Tagalog, the language of the Philippines, a copy of which has been presented to Unesco.

93. The Council of Europe organized a seminar on libraries. The Inter-Parliamentary Union published the Director-General's message opening International Book Year.

94. The Organization of African Unity sponsored the first All-African Trade Fair, at Nairobi, which gave special attention to International Book Year. A highlight of the ceremonies was the launching of a translation into Swahili of a book by the well-known African author, Chinua Achebe of Nigeria. The Organization of American States sponsored a library conference and is also helping to compile a bibliography of books for Latin American libraries.

II. INTERNATIONAL BOOK YEAR THEMES

95. The foregoing section described the activities undertaken for International Book Year following the organizational pattern of the programme of action approved by the General Conference. The programme of action also fixed upon four themes for the Year, under the overall heading "Books for All". The present section summarizes action taken under these themes:

(i) Encouragement of authorship and translation, with due regard to copyright.

(ii) Production and distribution of books, including the development of libraries.

(iii) Promotion of the reading habit.

(iv) Books in the service of education, international understanding and peaceful co-operation.

A. Encouragement of authorship and translation, with due regard for copyright

96. The key rôle of the author, as the point of departure for the entire process of providing "books for all", has evoked considerable attention in the plans of many Member States. Measures taken on the occasion of International Book Year to encourage both authorship and translation abound, and cover a broad range of activities. In an effort to diminish some of the economic pressures which affect creative writers, for example, one country (Greece) is providing pensions and other social security measures. Another country (Colombia) suggested the creation of a world fund for authors and translators. A third Member State (Austria) concentrated on providing housing for writers.

97. One of the most widespread devices used for the encouragement of authors has been the creation of literary prizes. Many countries linked existing prizes with International Book Year. More than 20 Member States established new national literary prizes for the Year, a number of which will continue to serve in the future as encouragements to local creative writing.

98. A striking example of such action is provided by Kenya, where the President announced the establishment of the Kenyatta Prize for Literature to be awarded annually in conjunction with the Kenya Publishers Association. The prize will be given for "the most outstanding work of literature in Swahili or English" by an author from East Africa. In Burma, a National Writer's Day has been set. Singapore also has proposed national book awards designed to encourage and develop local literary talent, with special emphasis on books for children. Prize-winning works may be written in any of Singapore's four main languages. The Dominican Republic is holding a literary contest, as is Nepal.

99. Among traditional prizes is the Romulo Gallegos award in Venezuela to a Spanish-language author. This prestigious prize was placed within the context of IBY in 1972.

100. In addition to national prizes, many local literary prizes have been established during 1972. Prominent among these initiatives have been efforts to stimulate the interest of boys and girls in the creative life. Thus, a number of schools and local governments in Member States have offered special awards for the best book produced individually by a pupil or by a school class. A Canadian programme provides an illustration of such an enterprise. There, the contests are organized on several age levels. The jointly-written books are judged on a country-wide basis, then by province. It is hoped to organize a final contest on the national level. The awards would include actual publication of the winning works.

101. Particular attention is also being given to translators. The Indian Federation of Publishers and Booksellers Associations, for example, is encouraging a programme of reciprocal translations among the various languages of the country. Bulgaria is publishing collections of translations entitled "Classics from All Over the World" and "A Schoolchild's Library"; in addition, it will hold a seminar for translators of Bulgarian books abroad. A number of other countries, notably the USSR and Thailand, have also instituted or strengthened major translation programmes. Among other Member States, Italy has established a special award for translators. The Federal Republic of Germany is also offering prizes for translations. Yugoslavia is concentrating on encouraging translations among the various languages inside the country.

102. The need to train both authors and translators has received broad recognition. Writers' workshops have been organized in many Member States. One country organized a national writers'

camp, with discussions on the writer as an instrument of change and on the literature of protest. Other States concentrated on specific forms of writing, such as the technical writers' round-table planned by Mexico. Panama is exploring the establishment of a centre for scientific publications. Simultaneously, other countries have convened seminars which bring together authors and publishers. The International Federation of Translators, for its part, organized a symposium among selected authors and translators to discuss their mutual interests. In some countries, authors of children's books have met with young readers or parents for frank examinations of the quality of children's literature.

103. In the Arab States, stress was laid during the 1972 regional book development meeting at Cairo on providing guidance to writers of textbooks. This was coupled with an appeal, echoing one made earlier at the book development meeting in Africa, to give teachers proper encouragement - and if necessary, full-time - to write textbooks.

104. A number of Member States are promoting the joint writing of textbooks. While such endeavours form part of the continuing efforts to improve textbook quality and content, they are being intensified during International Book Year.

Preserving oral literature

105. Parallel with this concentration on the stimulation of writing and translation have been efforts to preserve oral traditions and cultural peculiarities. These have been particularly evident in Africa. The People's Republic of the Congo, for example, has embarked upon a programme of publications and recordings to preserve the riches of oral literature. The Cameroon is placing emphasis on a reassessment of the national cultural wealth in order to pass from the oral to the written and thus give to books their full importance and meaning as cultural elements in individual well-being and national development. In Chad, President Tombalbaye urged, in the preface to an International Book Year collection of folk-tales, that readers "write down themselves the legends, tales and fables of their villages" and thus contribute to the preservation of a precious part of their culture.

106. A similar preoccupation with the preservation of local heritage forms part of the reasoning behind the proposal of Trinidad and Tobago to prepare a Pan-Caribbean Junior Encyclopaedia, which could help build cultural values around the needs of local society. The encyclopaedia would be produced in English, Dutch, French and Spanish, the languages spoken in the region.

107. Above all, however, one of the most effective means of encouraging authors and translators has been found in the programmes of many Member States for increased production of books. The possibility of seeing creative works actually bound between book covers - and the consequent financial as well as moral compensation - is one of the best encouragements that can be offered. In this connexion, some States, such as Kuwait, are making special purchases of books by national authors.

B. Production and distribution of books, including the development of libraries

108. Efforts to promote the production and distribution of books have taken almost as many forms as there are Member States. In some countries, the areas of concentration has been on the problems of printing and manufacture. Others have turned their attention in the first instance to ways of improving the distribution of books. In virtually every country programmes for library development figure large in national plans.

109. The question of physical production of books is one that has met with close attention in developing countries. Thus, Mexico planned a seminar on paper supplies, a continuing problem for those countries which must spend hard currency to obtain the necessary stocks for book and periodical production. The attitude of developing countries was best exemplified in a letter from the Secretary-General of a National Commission (Burma), who expressed the opinion that one of the most effective ways in which developing countries could contribute to IBY would be to promote paper supplies. In the Cameroon, study is being given to the establishment of paper manufacturing facilities. The South Asian National Commissions unanimously adopted a resolution in January 1972 calling on Unesco to seek short-term and long-term solutions to paper shortages, including the feasibility of establishing an Asian pool of paper stocks from which urgent needs may be met.

110. Morocco turned its attention particularly to printing techniques. Cyprus, which was interested in teaching the best methods of printing, also organized an exhibit on book-binding.

111. A leitmotif in many of the national plans on production is the output of books for children. Both in developing and developed countries the opinion was expressed that International Book Year must concentrate on the production of those books which can impart to children a life-long love for reading. A case in point is the suggestion of the Round Table organized at the Conference of European National Commissions at Budapest which urged that more attention be given to children's literature, particularly for international understanding. Not only is there concern with the production of more and better school books for children, as in Austria, but there is a particular focus on general reading materials. Ceylon, for example, plans a training course on books for young people; so, too, does the People's Republic of the Congo. Singapore has planned a series of meetings on children and books. Spain is opening a special study section on children's literature at the National Library in Madrid. Mongolia is increasing production of children's books.

112. A similar concentration on the production of children's books is to be found in the Common Reading Materials project for Asia. This plan to provide low-cost and attractive reading matter, in addition to textbooks for Asia's children is described in paragraph 62 above.

113. A considerable number of Member States have included the question of training in their national plans, with seminars, special courses and scholarships offered both to those involved in the physical production of books and those concerned with editorial control. Attention has also been devoted to training in managerial techniques.

114. An example of such broad training is provided by the Government of India, which, in co-operation with the Federation of Publishers and Booksellers Associations, organized two training courses and made plans to set up a permanent training institute. Several countries have also envisaged the possibility of including training for the book professions in university degree courses.

Developing national publishing

115. A long list of Member States inscribed increased production as one of the primary objectives of International Book Year, among them Barbados, Belgium, Bolivia, Central African Republic, Cuba, Iraq, Ireland, Lesotho, Qatar, Uganda and the Republic of Viet-Nam. Senegal started a publishing house and Liberia may follow suit. Guatemala and the Arab Republic of Egypt provided new physical facilities for national production. Guyana is preparing special supplementary reading material for young pupils.

116. In addition, major plans have been drafted in many States to strengthen existing publishing bodies. This has frequently taken the form of promoting organizations of the publishing industry. Argentina is setting up a National Book Institute; the Philippines is having a national book development council meeting to examine the lessons learned in the operation of national book development councils in a number of countries in the region. Similar steps for book development councils - either their establishment or their strengthening - have been taken in a dozen other countries. Nepal and Ghana are among the countries which will establish such councils this year. Czechoslovakia is organizing a seminar for book publishers. Iran is drafting a five-year book plan to be integrated in the country's Development Plan.

117. Regional organization in the publishing world has also been given new impetus. Argentina is exploring the possibility of creating a Latin American Federation of Publishers. Ecuador plans a congress of publishers from Andean countries. Malaysia is looking into a regional organization of publishers from South East Asia.

118. Two important international initiatives are being taken during International Book Year to develop scholarly presses and university publishing. A conference looking towards the establishment of an international association of university presses is scheduled to be held in Canada in October; the following month a meeting in Tokyo will discuss co-operative arrangements among scholarly publishers in Asia.

119. An expression of solidarity among publishers was issued by the publishing authorities of Socialist countries following a meeting in Prague in November 1971. The declaration expresses the hope that activities during International Book Year will promote peace, humanism and social progress,

and offers to developing countries the benefit of their experience in the planning and production of literature in national languages at reasonable prices.

120. This proposal has been accompanied by specific offers of assistance both by Bulgaria and Hungary. Other offers of assistance, either with the raw materials for publishing or with production techniques, have come from Canada, the Federal Republic of Germany and Switzerland.

121. Both Niger and Pakistan are exploring the possibility of establishing book funds to help provide the financing necessary for the orderly development of national publishing industries, which require long-term, low-interest financing. Pakistan also granted substantial reductions in rates for book advertising on radio and television.

122. The cost of books is also a major concern of many States. Among the national efforts to reduce prices, the initiative of Algeria is worth noting. That country marked IBY by instituting a 30% cut in the price of books produced by the State publisher SNED. Hungary will launch a new series of low-priced paperback books. Laos will lower duties on books.

123. In addition to these concrete steps to assist publishing, there has been re-examination of the position of the publisher in society and of methods by which he can improve the quality of books. The Republic of Korea, for example, organized a round table on the future of the book. Similar conferences were held in Austria, Colombia, India, Tanzania and the United Kingdom, to name but a few of the countries which have been giving increasing attention to this important question. In each of these meetings, a critical examination is being given to the future of books, particularly in relation to the electronic media of communication.

Promotion of bookselling

124. Hand in hand with these measures to assist the publisher have been extensive national programmes to increase the distribution of books. The bookseller associations themselves have naturally taken a keen interest. Federations in Belgium, France, the Federal Republic of Germany and the United States have printed stickers on International Book Year which are widely displayed in bookstores. At the congress of the International Community of Bookseller Associations, held at Unesco Headquarters in March, other national initiatives were outlined, including a congress for young booksellers at St. Etienne (France). These national federations are also well represented on national IBY committees in all parts of the world. In addition, booksellers have been organizing joint meetings with publishers in many countries to examine problems of mutual interest.

125. In Byelorussia, voluntary book salesmen have been establishing outlets for book sales in factories. Cuba is giving training to book distributors. El Salvador's booksellers association organized a popular book fair under the sign of International Book Year. Zambian booksellers plan new activities to bring books to the public. Israel has been organizing special book sales. Nigeria has given training courses for booksellers at the University of Ibadan with the assistance of the British Book Council. As one of its objectives for IBY, Poland has given major attention to the extension of the network of bookstores throughout the country. Mongolia launched a nation-wide competition to find the best bookshop assistants and the most enterprising bookshops.

126. A number of Member States are exploring new methods for distributing books, including the use of book boxes, sales through the posts and book clubs. They have also embarked on major marketing surveys, as in Ethiopia, to determine what books are required and what the distribution possibilities are.

127. Particular attention is being given to the distribution of textbooks. Thailand's decision to begin free distribution of school books to remote rural areas has been referred to previously. The Government of Chad has undertaken to examine the possibility of likewise providing textbooks free of charge to pupils. Sierra Leone held a low-priced textbook exhibition.

128. An international initiative for the distribution of books comes from the United States. The Asia Foundation there has launched an ambitious plan for International Book Year to provide institutions and individuals with one million books and professional journals for 1972. Operating through the Books for Asian Students Programme, the Foundation will not only try to promote donations of books but also to provide the funds necessary to ship them to Asia.

129. A similar operation was started in Australia. Two thousand books are being sent to Kenya.

Emphasis on libraries

130. Measures to develop libraries occupy an important place in the International Book Year programmes of Member States and non-governmental organizations. Not only have most governments emphasized library development and the training of qualified personnel, but librarians themselves are also participating actively in the Year on an individual basis or through their professional associations. Their institutions have become focal points for IBY on the local community level.

131. A keynote to such plans has been provided by the International Federation of Library Associations which, at Unesco's suggestion, revised the 1949 manifesto on the purpose of the public library. The new manifesto, which was to be examined at the IFLA Congress in Budapest in August/September 1972, stresses that the establishment and maintenance of public libraries is a task of government at national and local level.

132. While public libraries have perhaps received most attention, there has also been a major new look taken at the problems of national libraries, school libraries, and national bibliographies as essential tools for librarians, other book distributors and publishers. A number of countries pressed efforts to expand public libraries to the outlying areas, breaking away from the tendency to concentrate such bodies in the major cities.

133. Pakistan has taken one of the most spectacular IBY initiatives for libraries. It foresees the establishment this year of 50, 000 public libraries.

134. Israel's Public Libraries Bill, which seems certain of adoption this year, makes local authorities responsible for the establishment and maintenance of public libraries under the supervision and with the assistance of the State. Switzerland, through its Biblio-Suisse movement, intends to install a truly national network of libraries in schools and communities throughout the country. The Republic of Zaire includes in its national IBY programme the strengthening of communal public libraries as well as school libraries and the creation of new institutions. Chad plans to install one or more public libraries during 1972; Venezuela plans six new libraries. Thailand will open a model library. Peru and Uruguay have also placed library development high on their list of priorities.

135. In many countries, national library conferences were organized around the themes of International Book Year, among them the meetings of the Sudan Library Association and the American Library Association. Iceland plans a conference on the library as a cultural centre. The Soviet Union has held a large-scale seminar on public libraries, their activities and rôle in economic and social development, with the participation of experts from 27 developing countries. Jamaica, also, sponsored an international conference on librarianship.

136. In the Federal Republic of Germany, an international meeting of experts was organized in March on the subject of school libraries. In addition, the Federation of the German Book Trade has launched a campaign to establish five new school libraries through individual gifts. Furthermore, a mobile library for rural areas has been donated by the Federal Ministry of Education and Science. Ecuador will also provide mobile libraries through individual contributions. Honduras is augmenting school library holdings with the help of a grant from UNDP.

137. In Colombia, a series of lectures on books will be organized. Libraries in many other countries have been active in promoting seminars and discussions.

138. Library research has also been pushed. One country is making its first general scientific survey of library holdings. Others intend to produce during 1972 national bibliographies. Guatemala, for example, plans to establish such a bibliography. Similar efforts are reported in Ethiopia, Jordan, Kenya, the Netherlands and Nigeria. Argentina is creating a library school. Linked both to IBY and International Education Year follow-up, Iran is continuing its project on the promotion of books and the development of libraries.

139. Particular efforts have been made for specialized libraries, including those for the handicapped. Ecuador is starting prison libraries. In Malta, a special section for the blind is being opened at the Royal Library. Associations for the blind in a number of countries have also been active. The Royal New Zealand Foundation for the Blind has modernized its talking book studios and is building a

new library block at a college for the blind. The Hungarian Association has decided to organize a reading and writing contest in Braille. The Tunisian Union for the Blind is offering 4, 000 textbooks in Braille for the blind to the countries of the region and is training experts from Libya in the production and conservation of books for the blind.

140. A striking illustration of programmes of library aid has already been mentioned with regard to Canada's "penny a book" campaign, by which borrowers' contributions will be used to purchase Unesco gift coupons, which are then forwarded to selected projects in developing countries. France's national IBY programme foresees the establishment of new libraries, containing some 60, 000 books, which will circulate in more than 30 countries of Africa, the Middle East and Indo-China. In addition, four major libraries will be set up in English-speaking Africa, while twenty-five libraries and cultural centres and schools in French-speaking Africa will have their distribution services strengthened. The network of travelling book boxes will be extended. Many libraries in developed countries have instituted "twinning" arrangements with similar institutions in other parts of the world. Under such arrangements, publications are exchanged, so that a two-way flow of documentation is provided.

141. One of the earliest results of International Book Year reported to the Secretariat concerned libraries. Acting on the impetus of the Year's proclamation, an Afghanistan Library Association was formed, perhaps the first such professional association established in that country.

C. Promotion of the reading habit

142. While it is apparent that many of the aforementioned activities are closely related to the promotion of the reading habit, Member States and international non-governmental organizations have also undertaken a number of initiatives specifically aimed at inculcating and fostering reading habits. There has been first of all a concerted effort to determine precisely what is read in different countries. At the same time, a series of studies have begun into the reasons for non-reading. Finally, there are numerous programmes to encourage reading, not only among children, but also among adults.

143. The approach to the problem of literacy retention among adults is perhaps best illustrated by a statement made by the international jury which met in Moscow in August 1971 to select winners of the Mohammad Reza Pahlavi and Nadejda K. Kroupskaya prizes for meritorious literacy activities. The jury expressed the hope that International Book Year would underline the need in literacy programmes for emphasis on the development of reading materials and on the production and distribution of books specifically designed for adults. The jury also believed it desirable that the 1972 International Literacy Prizes should highlight, as much as possible, efforts and accomplishments with regard to book development.

144. Among the 17 countries that wrote specific measures on the reading habit into their national plans, a typical one dealing with adults comes from the Netherlands. There, the Ministry of Cultural Affairs, Recreation and Social Welfare is planning to initiate a research project to explain attitudes and motivation for reading. The survey will also inquire into the way in which books are obtained by Dutch adults. In Belgium, the IBY Committee fixed as its goal for the Year the stimulation of reading among the 20 per cent of the public who are essentially urban workers who do not buy or read books. The Book Bank in Haiti launched a campaign for book gifts entitled "A book given, 20 hearts won". One of the most impressive initiatives on the score of book gifts was that taken by France in distributing books to newly-married couples.

145. Turning to reading among young people, Indonesia will attempt to evaluate the literature circulating among youth, with particular reference to comic strips and other non-literary publications. Indonesia is also planning research into reading tastes and habits, as are Argentina and Pakistan.

146. The Institute of Educational Sciences of the University of Tunis (Tunisia) likewise plans studies of reading motivation, with the aim of holding a seminar in October on this subject that will be open to all the countries of the Maghreb. Iran and Malaysia also plan seminars on reading.

147. Austria is mobilizing the press, radio, television and parent-teacher associations for a major reading promotion campaign, which will be linked with surveys, at various social levels in towns and villages, on the reading situation in the country. At the same time, it is organizing debates between readers and non-readers and lectures by psychologists and psychiatrists on reader motivations. Kuwait also is using radio and television education to promote the reading habit among

schoolchildren. Gabon organized an "open book" campaign, using radio and television to stimulate reading. Participants read three books, fill out a questionnaire and receive gifts of additional books. Upper Volta also held a reading competition.

148. Ecuador is likewise using the device of a contest to promote reading. In each province of the country, secondary school students will participate in the competition, entitled "The Read Book". Provincial winners will take part in a national competition in Quito.

149. Chile, the People's Republic of the Congo, Poland and Niger plan national reading campaigns. Italy will publish a brochure on the problem of reading. Hungary is concentrating on a specific area of the reading problem: the reading of technical literature. Its National Movement for the Encouragement of Reading is also launching a major campaign to promote reading in all social strata. This long-term programme is designed not only to increase the number of readers, but also to improve the quality of what is read.

150. On the international front, the Regional Centre for Book Development in Latin America will conduct studies into the reading habit in several countries of the area. The Centre being established for the Arab States at Cairo similarly includes the promotion of reading as a major activity. The Federal Republic of Germany is making an international study within the framework of the literary discussions held annually at Constance.

151. In the United States, President Nixon declared: "The objective of our right to read programme is to give to all of our citizens, rich and poor alike, a better chance to learn from the accumulated wisdom of man". "To achieve this objective", he continued, "we must not only eliminate the existing reading and literacy deficiencies of today, but also reform our educational institutions so that these problems will not reoccur tomorrow".

152. Costa Rica is launching a campaign to underscore the rôle of reading under the slogan "The book is an element in intellectual independence", Brazil's President Medici proposed as a slogan for his country "A developed nation is a people who read".

153. In addition to Member States' activities for the promotion of the reading habit, considerable efforts have been deployed by non-governmental organizations. In particular, the International Reading Association has set up a special International Book Year committee to promote inquiries into the motivations for reading and into attempts to devise new methods of teaching reading that could counteract the tendency on the part of many children to associate reading only with a not particularly inspiring classroom situation. International Book Year also gave rise to press comment in a number of advanced countries concerning the high rate of non-readership and the need for measures to restore the reading habit.

154. In this endeavour to reach out to the general reading and non-reading public, the Unesco clubs have also played an important rôle. Such clubs, in Austria, the Cameroons, France, Japan and Spain, have organized a variety of programmes to stir interest in reading. In Italy, the club of the Umberto I High School of Naples has undertaken a campaign which includes, in addition to an inquiry into reading habits, efforts to aid the blind and to collect books for institutions such as hospitals.

D. Books in the service of education, international understanding and peaceful co-operation

155. The Prague declaration of publishers of socialist countries, referred to earlier, fixed goals for IBY akin to that of the above-mentioned theme: "to promote peace, humanism and social progress, friendship and mutual understanding among peoples, mutual enrichment of cultures; to combat incitements to violence and national chauvinism, obscurantism and fascism, immorality and pornography".

156. Concrete manifestations of this concentration are to be found in the programme of Poland, which is highlighting the rôle of the book as an instrument in the service of progress, peace and friendship among peoples; in the Ukrainian Soviet Socialist Republic, where exhibitions at State libraries will emphasize "Books and libraries in the struggle for peace and social progress; and in Hungary, which will be publishing "The Book in a World in Evolution" and will hold an international conference on the problems of books in the world. Romania is organizing a seminar on the rôle of books in promoting peace and friendship. Spain, Japan and India have highlighted the theme of books in a changing world.

157. Programmes designed to improve the content of books have also led to efforts to make available to children books that will inculcate international understanding. The Swiss Committee for International Book Year, for example, is compiling a list of recommended juvenile books about the developing countries, in co-operation with institutions in Austria and the Federal Republic of Germany. A Danish affiliate of the International Board on Books for Young People has issued an illustrated list of the best Danish children's books. Norway is publishing "Good Books for Children". France is organizing a travelling exhibition on how a book for children is born. Spain will institute a new research section in the National Library on children's literature. The Khmer Republic has built a varied programme of exhibitions, radio and television talks and meetings on the theme as a whole.

158. In most countries activities dealing with the fourth theme of International Book Year have tended to focus on the content of books, measures to ensure the free flow of printed matter, and the relationship of books to educational and national planning for development. Each of these subjects is explicitly or implicitly contained in almost all of the national IBY programmes communicated to the Secretariat. Efforts to increase national book production, for example, are coupled with moves to provide reading material more closely fitted to the needs of potential readers.

159. The revision and improvement of textbooks occupies an important place in many countries. At the same time, there has been increasing recognition that general books also fulfil an educational function. An illustration of this reaction is provided in the Cameroon, where the programme is built around the concept of books as a basis for life-long education and as essential elements in the transformation of individuals and society. Two additional focal points are found in Cameroon's plans: prospects for development of the book professions and books and international understanding.

160. In an address delivered at the Vatican on the occasion of the opening of an International Book Year exhibition, the Director-General noted "the disinherited multitudes held prisoner by ignorance", and those "but little fewer who, in the midst of knowledge, for lack of incitement and exercise for their minds, sink into intellectual sloth". He added "To both it is our duty to bring, with the irreplaceable tools of learning and research, the means and the will to set them spiritually free".

161. In response, Pope Paul VI recalled that, thanks to technical advances, books are multiplying endlessly. But, he warned, "it is obvious that the test in this matter cannot be merely a matter of quantity: it is not a question of reproducing an abundance of books of just any sort. It is through its quality that the book can play its beneficial part. It is in proportion as it is a vehicle for spiritual values that it really causes mankind to advance, that it helps to build up and not to destroy".

III. ROLE OF UNESCO

162. In proclaiming International Book Year, the General Conference at its sixteenth session assigned primary responsibility for conceiving and executing IBY programmes to Unesco's Member States. The rôle of the Secretariat was to be essentially that of co-ordination and stimulation. In carrying out this function, all sectors of the Secretariat have played their part.

163. The focal point for these activities is provided by the International Book Year Unit which the Director-General set up for the preparation, promotion and organization of the Year. This Unit, established at the beginning of 1971 within the Office of Free Flow of Information and International Exchanges, consists of five members, drawn from existing staff, who divide their work on a regional and linguistic basis. In addition, liaison officers have been designated in the various sectors to provide the links with book-related activities elsewhere in Unesco's programme. Prior to and during Book Year, the IBY Unit held meetings successively with each of the sectors, as well as collective meetings, to identify activities which had a book component or which might be given special impetus during International Book Year.

164. The IBY Unit has also benefited from the assistance of all Unesco field offices and sales agents for Unesco publications. Since the beginning of 1972, briefing sessions have been held regularly for Unesco experts going into the field. The book development centres at Bogotá, Karachi and Tokyo have spurred activities in their respective regions, while United Nations Development Programme representatives and United Nations information offices have helped to channel reports on IBY developments to the Unit.

165. A meeting of experts to advise on the planning of IBY was convened at Unesco headquarters on 13 - 16 April 1971, as foreseen in the Approved Programme and Budget. The 24 experts were drawn from the principal international non-governmental organizations in the book field, from developing regions, and from advanced publishing countries. The Planning Committee's report (COM/MD/19) was sent to all Member States and, with its suggestions on how the programme of action might be carried out, helped Member States at the planning stage.

166. Many of the participants in the Planning Committee felt that the establishment of a committee for support of International Book Year would be an effective contribution to the attainment of IBY objectives. Accordingly, the professional organizations took the initiative of creating such a committee to advise the Secretariat on the implementation of IBY activities, to help in co-ordinating activities by non-governmental organizations, and to study ways in which initiatives started in 1972 could be pursued thereafter.

167. The Support Committee, consisting of fourteen members, is broadly representative, both geographically and professionally. It is composed of members from the developing and developed countries as well as others designated by the international professional organizations representing publishers and booksellers, authors and translators, librarians and documentalists.

168. The Support Committee held its first meeting at Brussels (October 1971) and its second at Vienna (May 1972), with assistance under the Programme of Participation in the activities of Member States. The experts advised the Secretariat on current questions on the implementation of IBY projects. Each member also endeavours to serve as a focal point for IBY activities in his region or professional organization, as the case may be. A final meeting of the Bureau of the Support Committee is being held in the United States in December.

169. In accordance with an invitation from the Soviet Union, a Unesco symposium on "Books in the service of peace, humanism and progress" is to be held in September in Moscow. Bringing together experts from 18 countries, the symposium will cover the four themes of International Book Year.

170. A continuing function of the Secretariat has been to represent the Organization at International Book Year manifestations throughout the world. Although the requests for a Unesco presence at these events were numerous, it was possible to meet most, if not all, of them by coupling the journey with other Secretariat missions. Where it was not possible to dispatch a representative because of budgetary or time limitations, the alternative of addressing a Unesco message was adopted.

IBY promotional materials

171. Stimulating IBY activities throughout the world necessitates a constant supply of supporting material for Member States. In the first instance, this entailed the adoption of a graphic symbol which would be recognized as the hallmark of International Book Year. The design for such a symbol was approved early in 1971. It presents two sturdy figures, linking arms within the covers of a book, and is intended to symbolize the importance of books both in national development and the promotion of international understanding. The symbol has found wide use on stamps, posters, calendars, letterheads, envelopes and, particularly, books issued during 1972.

172. A number of publications were prepared for the Year. A study entitled "The Book Hunger" was prepared for publication under the joint editorship of Professor Robert Escarpit, Director of the Institute for Literature and Mass Artistic Techniques at the University of Bordeaux, and Mr. Ronald Barker, Secretary of the Publishers Association of Great Britain. Drawing upon Unesco's regional meetings on book development the study describes the pattern of world book production and distribution and suggests measures to promote wider access to books.

173. The Programme of Action was published as a brochure. A popular brochure on Unesco's book programme was also being published.

174. Since mid-1971, a monthly newsletter on International Book Year has been issued in English, French, Spanish and Russian. Through the newsletter, reports received from Member States and international organizations are made available to a broad public. Demand for the newsletter has risen steadily and at the end of July 1972, 21,000 copies were being issued monthly. An Arabic version of the newsletter is also being issued through the efforts of General Egyptian Book Organization.

175. The Unesco Courier has already devoted two issues to International Book Year and plans a third for December. In addition to giving IBY information, they contained articles on the International Book Year themes. Every issue of Unesco Features, which appears twice a month in English, French and Spanish and every month in Arabic and Russian, contains articles and news items on books and IBY. The Unesco Chronicle has also published frequent articles on the problems of book development and national plans for IBY.

176. Among specialized Unesco periodicals, the Bulletin for Libraries has run frequent articles on the Year and devoted its May/June issue to the Year and its relationship to libraries. The Copyright Bulletin has carried frequent mentions of IBY and has published the text of the Charter of the Book. Prospects in Education, as well as various newsletters issued by Unesco, have carried articles on subjects within their fields of competence which are linked to International Book Year. All periodicals as well as books published by Unesco in 1972 have featured the IBY symbol.

177. Additional material for Member States has been provided in terms of radio and television programmes. A special feature programme for radio was produced in English, French, Spanish, Russian and Arabic and dispatched to networks and stations in 168 countries and territories. The regular Unesco Radio News has also carried frequent programmes in the various languages.

178. A special television film, "The Open Book", was produced in Arabic, English, French, Spanish and Russian versions. A total of 105 prints of this twenty-minute colour film was distributed in 93 countries and territories for broadcast as well as for non-theatrical use by National Commissions, Unesco Clubs and other organizations. In addition, forty-seven prints were made in different language versions of a five-minute film produced by Unesco trainees as a contribution to IBY. Distribution was provided by the Public Liaison Division.

179. Particular assistance with national and individual IBY efforts was provided through the Unesco Coupon Scheme, which permits any community, group, school or individual to join in the common effort throughout the world for International Book Year. Two Unesco Coupon projects were specifically linked to IBY; one for aid to libraries and the other for education of the blind.

180. Fifty thousand IBY posters were produced and distributed to all National Commissions, United Nations information centres and other interested organizations. A special photo sheet was distributed and individual photographs were provided upon request. Finally, a press information kit was prepared and widely distributed, in which emphasis was placed on local articles and interviews that might be prepared to deal with International Book Year at the community level.

Financing IBY

181. In order to finance the preparation and execution of these activities, the General Conference initially provided $46,000, of which $10,000 was under the Programme of Participation in the Activities of Member States. At the same time, the General Conference authorized the Director-General "to draw, as appropriate, upon the relevant budgetary provisions throughout the whole programme". (Res. 16 C/4.121).

182. It became evident, as the Year progressed, that supplementary funds would be necessary to meet the many requests received from Member States. Accordingly, the Director-General made available a further sum of $40,000 under the Participation Programme for assistance in carrying out IBY activities. Requests were met from 24 Member States covering activities such as meetings to establish book development councils, training courses, increased production of books for children, studies of the reading habit, and library development.

183. Apart from the Participation Programme, the General Conference had appropriated a budget for International Book Year of $36,000. This sum had to be supplemented, bringing the total for the biennium to $49,850.

A PRELIMINARY ASSESSMENT

184. This report, which encompasses little more than half of 1972, can hardly make a definitive assessment of International Book Year. Many activities, both of Member States and of international organizations, are still in progress and others are scheduled for autumn or winter, while two Member States have announced their intention of carrying forward measures through part of 1973. Of the national reports in hand, moreover, some are described as interim and others deal only with the first semester. All of this points to the fact that a definitive account and assessment of International Book Year will have to await a subsequent report.

185. Nevertheless, the very considerable information already available permits a preliminary evaluation. First of all, as mentioned in the Introduction, International Book Year seems to have been designated at the right point in time. Secondly, it is clear that the professional organizations have provided a major impetus to IBY activities throughout the world. Thirdly, the quite tangible and specific objectives of International Book Year succeeded in capturing the imagination, as evidenced, for example, by the unprecedented world-wide coverage by all the mass media.

186. Above all, it is possible to affirm that public interest and participation in International Book Year exceeded even the most optimistic expectations. The volume of mail reaching the Secretariat and the host of volunteer workers in many countries who offered their services were but two indicators.

187. There is a rising momentum which, even at this point, more than half-way through the Year, is unabated. One reason may be that the impetus was generated well in advance of the inception of the Year. From the time that the General Conference took the decision at the end of 1970, interest was aroused and never ceased to mount. The approved programme of action, widely disseminated early in 1971, was the point of departure for IBY planning both by Member States and by professional organizations. Hence the Director-General's message of 1 January 1972 proved to be the signal for launching a well-advanced effort all over the world.

188. The experience of International Education Year was drawn upon both by Member States and the Secretariat, as had been suggested by the Executive Board (89 EX/Decision 4.12.1). As was the case for IBY, the objectives of International Book Year were defined in themes, although the number was reduced from twelve to four. Secondly, a special unit was again established in the Secretariat, with the added feature, however, that liaison officers were designated by the Director-General from the various sectors to help ensure the integration of book-related activities throughout the programme. Finally, the publication of a monthly newsletter, the choice of a graphic symbol for the Year, and other techniques were inspired by the IBY precedent.

IBY follow-up

189. A characteristic feature of national activities and plans is that they were more substantive than ceremonial, and thus by their very nature involved initiatives extending beyond the confines of one year. Such was the case, for example, of newly-established national book development councils, the initiation of free textbook distribution, the inauguration of new libraries, and programmes for promotion of the reading habit. This inevitably prompted the concern that the impetus of International Book Year should have adequate follow-up.

190. Among the professional organizations, there was a similar tendency to view IBY in a long-range perspective. That was reflected, for example, in the resolution unanimously adopted by the nineteenth congress of the International Publishers Association which expressed the hope that "the immense interest aroused throughout the world by International Book Year will be reflected in Unesco's future programme". It was also reflected in the recommendation of the Support Committee for International Book Year that its function of linking the organizations of the book field should be maintained on a continuing basis by the establishment of an inter-professional body for this purpose.

191. At the intergovernmental level, the Economic and Social Council of the United Nations also addressed itself to the sequel to International Book Year. The Council, in its resolution supporting IBY referred to earlier, invited Unesco to report to it in 1974 on the results achieved by International Book Year and to consider ways in which these could contribute to the goals of the Second Development Decade.

192. Finally, the Executive Board at its eighty-ninth session turned its attention to the matter of follow-up to International Book Year. In a unanimously adopted resolution (89 EX/Decisions 5.1, Part II-D.-II.2), the Board recommended that "the General Conference, in its consideration of the report on International Book Year, give particular attention to the need to provide in Unesco's programme adequate follow-up to the vast impetus given in 1972 to the promotion of books".

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Item 13.3 of the Provisional Agenda

INTERNATIONAL BOOK YEAR - 1972

REPORT OF THE DIRECTOR-GENERAL

ADDENDUM

SUMMARY

Following the Symposium organized by Unesco in Moscow from 12 to 15 September 1972 on "Books in the Service of Peace, Humanism and Progress", the Director-General has set out below the salient points arising from the broad exchange of views which took place at the Symposium on the themes selected for International Book Year by the General Conference at its sixteenth session.

SYMPOSIUM ON "BOOKS IN THE SERVICE OF PEACE, HUMANISM AND PROGRESS"

1. At the generous invitation of the Soviet authorities, Unesco organized a Symposium on "Books in the Service of Peace, Humanism and Progress" in Moscow from 12 to 15 September 1972, in co-operation with the USSR National Commission for Unesco and the Soviet National Committee for International Book Year.

2. This Symposium, which was convened as part of International Book Year in accordance with paragraph 4030 of the Programme and Budget approved by the General Conference at its sixteenth session, was attended by 18 participants from various parts of the world, sitting in a personal capacity, as well as observers from international non-governmental organizations representing authors, translators, publishers, librarians and documentalists. It was chaired by Mrs. Ekaterina Furtseva, Minister for Culture of the USSR and President of the Soviet National Committee for International Book Year. The Director-General of Unesco took part in the work of the Symposium.

3. The participants went thoroughly into the themes selected by the General Conference at its sixteenth session, when it adopted by acclamation the resolution proclaiming 1972 International Book Year (document 16 C/83 Rev.). Reports had been submitted to the Symposium by five participants, each reporting on one of the following themes: Books in the Service of Peace, Humanism and Progress, Books in the Service of Education, A Policy for the Promotion of the Reading Habit, Encouragement of Authorship and Translation with due regard to Copyright, and Production and Distribution of Books including the Development of Libraries. The discussions on these themes were led by session chairmen, who summarized the salient points at the closing session.

Books in the service of peace, humanism and progress

4. The expert responsible for submitting the report on this theme first recalled that books, which constitute a spiritual legacy passed on from one generation to another, and are central to all Man's discoveries, play an increasing rôle in the modern world, where culture is occupying a more and more important place in relation to the economy. As no culture can develop in isolation, there must be increasing mutual exchange of national cultural achievements, and in this respect books are a powerful factor in bringing peoples together and in promoting international understanding. The scientific and technological revolution and the far-reaching socio-economic changes taking place in our time contribute greatly to enhancing the importance of books, especially as vital tools for the development of education. So books must be made available to all levels of the population and international solidarity must set right the serious inequalities still existing in the world in regard to book production and distribution. However, while the ultimate aim must be to establish a national publishing industry in the various countries, the problem is not merely quantitative. The question of the content of books is of prime importance and efforts must be made in particular to resist strongly any attempt to use books for purposes incompatible with the ethical, moral and humanitarian character of culture: apology for war, violence, racialism, corruption of the rising generation. On the contrary, books must promote mutual understanding and respect, peace and friendship between peoples.

5. In the course of the discussion, participants from the developing countries in particular emphasized the importance of books in rehabilitating, establishing and making known their national cultures and, consequently, in the accession of their countries to full independence. In their view the main object of international co-operation should not be to import into these countries foreign works which do not always correspond to the needs of the population, but to help in gradual establishment of the material and institutional basis for a national publishing industry. It was also observed that books are the best means of solving the various problems confronting present-day man: poverty and ignorance, pollution, latent wars, cultural illiteracy, the loss of humanistic hopes and ideals. Right throughout the debate participants stressed the fact that the more book production increases in the world, so much the more must the content of books be a central concern.

Books in the service of education

6. After remarking that it is for the individual countries to revise their curricula if they want education to contribute to national development, the expert responsible for submitting the report on books in the service of education emphasized the serious handicap suffered in this regard by the countries of the Third World as a result of the shortage of appropriate books. It is consequently necessary to train the necessary staff locally, develop the paper industry, reduce the cost of books to a reasonable level, increase the number of translations and adaptations of works published throughout the world in order to meet local requirements, reduce the heavy cost of transport, customs duties, taxes and authors' copyright, develop the production of children's books, increase the number of libraries (school libraries in particular), and allocate more funds to book promotion than to the promotion of audio-visual aids. To advise and assist countries in all sectors of book production and distribution, Unesco should do what it had done for science policy, and set up an international corps of specialists whose services would be available, on request, to the national book councils.

7. The discussion showed the need to make books available for life-long education in the widest meaning of the term, that is, accessible to everyone from the cradle to the grave. The advent of audio-visual methods has transformed the rôle of school textbooks in particular. Not only have these ceased to be the one source of information and documentation for pupils and students, but the part they play in summing up and testing knowledge is nowadays less than in the past. They should henceforth form part of a larger educational whole and the school textbook industry is destined to become an industry of educational communication. In other words, the audio-visual specialists must be brought into the establishment of school curricula and the transmission of messages. School libraries in particular could supplement their stocks of books and publications with such audio-visual aids as the cinema and television, and in that way become genuine cultural centres. To meet current demand for individualized instruction, comparative research should be carried out under the auspices of Unesco in order to determine the criteria to be met by school textbooks. The Symposium stressed in this regard that the lay-out of the textbooks is much less important than their content. The hope was also expressed that Member States would do something to highlight the importance of school textbooks, either by adopting a joint declaration on the matter, or by discussing it at a special international meeting. In general the participants were agreed in recognizing that books continue to be the basic instruments of education, but that if they are to play their full part they must take their place in the armoury of the great modern media of communication.

A policy for the promotion of the reading habit

8. The expert who submitted the report on this theme laid it down as a principle that action to be taken to encourage the reading habit must form part of an all-embracing cultural policy, linked to economic and social change and the struggle to combat poverty, insecurity and injustice. The newly literate, for example, cannot acquire the reading habit unless they are first of all freed from their marginal status. From the time of first going to school, the reading lesson, which was often artificial, dogmatic and restrictive, should cease to be boring. The curricula should also be modified, with greater importance being given to the national literatures; school and public libraries developed; and urgent steps taken to increase considerably the production of a genuine children's literature. Care should be taken not to confine students strictly to their specialities, for example by adding courses in literature, philosophy and the social sciences to courses of technical training. The drawbacks of the traditional bookshop should be remedied by increasing the number of sales and distribution outlets. In a word, a genuine book policy should be implemented, with the help of a co-ordinating body specially set up for the purpose, in such a way as to ensure the large-scale production and distribution of books by mobilizing all national resources and institutions.

9. In the course of the discussion a distinction was drawn between two categories of non-readers: those who do not read because they do not know how to; and those who can read but are lured away by other distractions. In the case of the former, it was pointed out that not only would the literacy programmes have to be actively pursued with Unesco's help, but the newly literate would also have to be supplied with appropriate reading matter: clear print, and a vocabulary that was simple but suited to adult requirements. In the case of the latter category, stress was placed on the need to encourage a taste for reading from early childhood. It was particularly recommended, in this regard, to develop the system of circulating boxes of books in schools where reading was under the guidance of the teachers, to organize prize-winning competitions in reading for young people or to institute, for example, young-reader passports in which the titles of books actually read would be duly entered. The question of comic strips was widely discussed. Too often they have a bad effect on spelling, lure readers away from more profitable matter, leave no room for the imagination and make both children and adults less responsive. Several participants expressed the opinion that, after the problem had been objectively examined, it would be advisable to consider the possibility of taking action to discourage the publication of any comic strips regarded as harmful. Among ways of promoting a taste for reading among adults, in addition to developing libraries, it was for instance recommended that reading groups to discuss topical questions should be set up in villages and urban boroughs or districts, with books providing the basic documentation which would supplement the information given in the press and over the air. The importance of the recommended bibliographies was also emphasized. The discussion showed that one of Unesco's primary tasks in future should be the vigorous promotion of reading among children and adults, and it was suggested that one step it might take was to initiate comparative studies on reading habits.

Measures to be taken for the encouragement of authorship and translation, with due regard to copyright

10. The expert responsible for submitting this theme began by defining the new context of world-wide communication between human beings. In view of the multiplicity of languages and the diversity of cultures, peoples and nations meet

with difficulties in establishing a true relationship, whereas individuals easily make contacts in the course of their travels or at the increasingly numerous international meetings. Translators and interpreters thus play an essential part in communication, but at the same time thereby shoulder a responsibility the importance of which is not, perhaps, always correctly assessed. As regards writers, their status cannot be given too much thought, for there is no such thing as a great society without great writers. But in most countries few people are able to live exclusively on their writing. In this connexion welcome progress has been made in recent years in reconciling the need to protect authors' copyright with the need to intensify the circulation of manuscripts and published works, particularly on behalf of the developing countries. Too often, however, it happens that manuscripts fail to find publishers because they are not judged for their intrinsic value but in accordance with commercial or political considerations. Efforts should be made to discover fresh talent and encourage authorship. On the occasion of International Book Year it might be possible to examine the possibility and advisability of drawing up a World Declaration on the Rights of Authors, whose freedom ought to be matched by their responsibilities.

11. The participants, in the course of the discussion, stressed the need for taking measures to train writers and translators, and spoke of the part Unesco should play in this matter. The works of writers with a European cultural background have long occupied the centre of the stage, but the steps taken to make the literatures of Africa, Latin America and Asia more widely known are now beginning to produce results. This campaign should be intensified, and Unesco should encourage the international exchange of information about the authors (writers or translators) of different countries. Similarly, it was suggested that national libraries should devote more attention to children's books, which they frequently neglect; and there was talk of the importance of developing popular literature to cater for the ordinary people. The participants agreed unanimously that the standing of translators, who are in general poorly paid, should be improved. As regards copyright, the Symposium noted that the payment of royalties constitutes a heavy burden for the developing countries, and it was suggested in this connexion that the governments of advanced countries might undertake to pay these dues as part of their bilateral or multilateral co-operation programmes. The fact that an information centre on copyright has been set up in Unesco was noted with satisfaction. Underlying the whole of the discussion was the realization that the underlying factor in everything to do with books is the creative artist.

Production and distribution of books, including the development of libraries

12. The expert responsible for presenting the report on this theme recalled that he himself had taken part in the first of the four regional experts' meetings which Unesco had organized in the different parts of the world, and which had constituted a decisive stage in the promotion of books in the developing countries. Those meetings, which had already led to the formation of national book councils in a score of countries and the establishment of three regional centres, had made it possible to draw up a list of resources and needs and to define the measures to be taken to ensure co-ordinated action for the production and distribution of books. They had also shown the vital importance of setting up and developing firmly-based national publishing industries. Before they publish books themselves, countries must be in a position to manufacture good-quality printing paper, as well as printing and binding machinery. Where that is not possible, alternative substances must be investigated, and steps taken to ensure that all the necessary materials and equipment can be freely imported. Arrangements must also be made

to train local personnel in the technical aspects of book production and management in this field, setting up institutes for the purpose in every country or group of countries. No less important are the problems of distribution, since there are instances, in the developing countries, of publishers' stocks being full of unsold books. Thus here again, there is a need for training personnel in modern publicity and distribution techniques by means of short courses, seminars, exchanges and visits at regional and international level. Further, transport costs need to be considerably reduced, particularly in regard to postal and airmail rates. Libraries have a vital rôle to play in the distribution of books, and steps must be taken to ensure that they contribute to social progress. In order to improve and develop library services, it is up to librarians themselves to contrive to obtain adequate resources, and also to study reading habits with a view to helping local publishers draw up their publication programmes and, as regards library users, giving advice to individual readers. In general, the State should give priority to measures designed to make books available to everyone and should provide substantial funds for the purpose of doing so.

13. In the course of the discussion, participants spoke unanimously in favour of setting up firmly-based national publishing industries. They considered that it is essential, for this purpose, to establish national book institutions such as national book development councils. It was stressed, in this connexion, that the conclusions and suggestions of the regional experts' meetings organized by Unesco provide excellent guiding lines for the action of Member States. As regards book distribution, it was recognized that libraries, whose main requirement is to be functional, do not need luxurious premises; and the main emphasis was on the rôle of bookmobiles and circulating book boxes. It was suggested that Unesco should encourage the compilation of world bibliographies; and also, in this connexion, that it might channel gifts of books made by the main book-producing countries to the developing countries, according to their needs. It was further suggested that Unesco should encourage the production of handbooks to provide guidance on matters relating to the publication, sale and distribution of books. Apart from this, Unesco should continue its negotiations with a view to obtaining preferential rates for the transport of books and also facilities, under the terms of the Agreement on the Importation of Educational, Scientific and Cultural Materials, for the purchase of books in foreign currencies. Lastly, it was recommended that Unesco should, now that the series of regional experts' meetings is concluded, pursue the implementation of its programme for the promotion of books throughout the world.

14. At the closing session, Mrs. Ekaterina Furtseva, Chairman of the Symposium, noted that the discussions had provided the opportunity for a useful and thorough examination of the themes of International Book Year. She thought that two main conclusions had emerged: firstly, that books were of vital importance for the development of culture and the progress of society and also for the promotion of peace and friendship between the nations; and secondly, that it was essential, in the coming years, to continue and intensify the action undertaken in connexion with International Book Year.

15. The Director-General of Unesco, in turn, declared that, in his view, the Symposium's extremely rewarding discussions had shown that future action in continuation of International Book Year should be pursued in three distinct but mutually dependent spheres: books themselves, the book industry and book production techniques; reading and the extremely complex psychological and social factors

involved in it; and the situation of creative writers, including the problem of their responsibility and their freedom. Referring to a recommendation made at the Symposium, the Director-General said that, in order to direct that programme, he was thinking of keeping on, as part of the Secretariat, a co-ordinating unit for the promotion of books. Lastly, noting that several participants were in favour of bringing out a leaflet on the work of the Symposium, the Director-General stated that the USSR National Commission for Unesco would receive the full support of Unesco for the purpose of publishing such a leaflet.

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General Conference 17 C

Seventeenth session, Paris 1972

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Item 13.3 of the Provisional Agenda

INTERNATIONAL BOOK YEAR - 1972

REPORT BY THE DIRECTOR-GENERAL

ADDENDUM

SUMMARY

Following the decision taken unanimously by the Executive Board, at its 90th session, to recommend that the General Conference adopt a resolution on International Book Year (90 EX/Decision 4.4.1), the Director-General submits below, to the General Conference, proposals concerning the implementation of the resolution in question.

Decision required: paragraphs 2, 5, 6 and 7.

1. At its 90th session, the Executive Board had before it an interim report by the Director-General on International Book Year (17 C/75), together with an addendum to that report setting out the salient points in the exchange of views which took place at the symposium organized by Unesco in Moscow from 12 to 15 September on "Books in the Service of Peace, Humanism and Progress".

2. After examining these documents, the Executive Board unanimously decided on 10 October 1972 (90 EX/Decision 4.4.1) to recommend that the General Conference adopt the following resolution:

International Book Year

The General Conference,

1. Noting with satisfaction the report of the Director-General on International Book Year - 1972 (document 17 C/75 and Addendum),

2. Recording its profound gratification with the results achieved by International Book Year, which have provided a vast impetus for the promotion of books and reading throughout the world,

3. Noting that virtually all Member States drew up and executed national programmes for International Book Year and that many of these initiatives were conceived as long-term actions,

4. Noting with satisfaction that these results were achieved with limited financial participation by the Organization and that the establishment of a small co-ordination unit in the Secretariat proved to be an effective means of promoting action,

5. Expressing gratification that the experience of International Education Year was taken effectively into account in the pursuit of International Book Year,

6. Noting, in particular, that International Book Year, under the slogan "Books for All", has given renewed significance to Unesco's long-term programme for book development,

7. Noting further that the series of regional meetings for book development (Asia 1966, Africa 1968, Latin America 1969 and Arab States 1972) has resulted in the establishment of regional centres and many new initiatives for national book development as well as long-term programmes linked to the Second United Nations Development Decade,

8. Noting further that the discussion which took place at the symposium held in Moscow from 12 to 15 September 1972 on the subject of "Books in the Service of Peace, Humanism and Progress", and of which a summary is presented by the Director-General in document 90 EX/10 Add., makes it possible to carry out an analysis in depth of the main themes of International Book Year,

9. Emphasizing the indispensable contribution made by international non-governmental organizations, professional associations and National Commissions,

10. Noting the adoption of the text of the "Charter of the Book" by the professional organizations of the world book community,

11. Further emphasizing the active rôle played by the mass media throughout the world in making known to the general public the objectives of International Book Year,

12. Reaffirming the rôle of books in literary, scientific and philosophical culture and in the free flow of ideas, as well as the importance of the quality and content of books in the realization of Unesco's objectives, namely: peace and security; promotion of universal respect for justice, of the rule of law and of human rights, including the protection of the rights of minorities and the campaign against racialism and colonialism; development; and the achievement of life-long education,

13. Considering the general preoccupation with the promotion of the reading habit and the need to synthesize the considerable body of research already being carried out in this field,

14. Invites Member States:

    (a) to pursue the initiatives undertaken during International Book Year to achieve the aims approved by the General Conference at its sixteenth session (16 C/83 Rev.) for the (i) use of books in the service of education, international understanding and peaceful co-operation; (ii) encouragement of authorship and translation, with due regard to copyright; (iii) production and distribution of books, including the development of libraries; and (iv) promotion of the reading habit;

    (b) to give continuing consideration to the suggestions for book development emerging from the regional meetings convened by Unesco;

    (c) in co-operation with National Commissions, to designate or reinforce national institutions for book promotion, drawing wherever possible upon national committees for International Book Year or other existing bodies such as book development councils;

15. Urges the non-governmental organizations to continue their fruitful association with each other and with Unesco in promoting the objectives of the Year;

16. Authorizes the Director-General:

    (a) to publish as early as possible in 1973 a digest and appraisal of initiatives taken and techniques employed during International Book Year with a view to making the most advantageous use of this information for the future;

    (b) to maintain, at an appropriate level in the Communication Sector, a Co-ordination Unit for Book Promotion which will provide an integrated approach to planning and policy of all Unesco activities relating to the promotion of books both at Headquarters and in the field, and will assist Member States and international organizations in pursuing initiatives for the promotion of books taken within the framework of International Book Year;

    (c) to seek with Member States means to disseminate the publications of Unesco much more broadly in libraries and teaching institutions;

17. Invites the Director-General to submit to the General Conference at its eighteenth session a report on a further long-term programme for book promotion, including an examination of the possibility of regrouping and concentrating all book-related activities in Unesco's programme.

3. In the Draft Programme and Budget for 1973-1974, which was prepared before the very encouraging developments of International Book Year, as well as the desire of a large number of Member States and international non-governmental organizations to see the activities on behalf of book promotion undertaken in 1972 continued in the years to come, were known, the budgetary allocations for follow-up action in connexion with International Book Year amounted to only $11,100 (ref. 17 C/5, Part II, Chapter 4, paragraph 4084).

4. If the General Conference adopts the resolution recommended by the Executive Board, further sums will have to be made available within the total of the budgetary provision for the Communication Sector, to enable that resolution to be carried into effect.

5. To this end, the Director-General proposes that the current provision of $11,100 mentioned in document 17 C/5 be increased by an amount of $81,715, divided up as follows: $30,000 for the execution of the programme, and $51,715 for the financing of a P.5 post.

6. The Director-General proposes that the amount of $30,000 be made available by means of the following cuts in the sums currently provided in document 17 C/5 for the financing of consultant services or contracts:

in paragraph 4075	$ 4,000
in paragraph 4086	$ 10,000
in paragraph 4111	$ 12,000
in paragraph 4143	$ 4,000
	$ 30,000

7. The Director-General further proposes that the P.5 post be financed by means of:

(a) the abolition of the two new posts - one in the Professional Category (P.3) and one in the General Service Category - provided for in paragraph 4124 of document 17 C/5	$ 45,690
(b) the down-grading (from P.3 to P.1-2) of a post provided for in paragraph 4231 of document 17 C/5	$ 6,025
	$ 51,715